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ABSTRACT

This report presents Westchester Community College's Strategic Plan for 1997-2002. Included are the following: a list of the Strategic Planning Committee members; an executive summary; an overview of the planning process; an institutional profile; a demographic and economic outlook for 1998-2008; and a summary of the focus-goals and objectives in the 5-year action plan, which are student retention, academic technology, marketing and recruitment, and revenue enhancement and restructuring. To effect greater student retention, the college looks to provide the support and counseling necessary to keep students at the college through the achievement of their intended goals. This may include graduating, transferring to a four-year college, taking several courses to retool for a job, or just taking a course for personal enrichment. The vision in continued innovations in academic technology is to continue to invest in the expertise and equipment necessary to assure that the college maintains its leadership status in this area. Through increased marketing and recruitment, the college tries to make sure that any one seeking the benefits of higher education is aware of the college and knows of the high quality instruction it provides at very affordable prices for students of all ages. The college hopes to find other sources of revenue to keep tuition affordable and to defray the mounting costs of state-of-the-art equipment and instructional facilities through revenue enhancement and restructuring. (VWC)

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FIVE YEAR STRATEGIC PLAN

1997-2002

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Strategic Plan

1997-2002

Westchester Community College
Valhalla, New York

To the College Community

As we approach the 21st century, Westchester Community College finds itself in the midst of dramatic changes occurring in the educational, economic, and social environment it serves.

Among these dramatic changes are: 1) constant innovations in the telecommunications and computer industries that offer new possibilities for teaching and learning; 2) difficulty in maintaining a skilled workforce prepared to meet the changing demands of the workplace; 3) growth in the multicultural demography of Westchester county and surrounding region, 4) increased competition from other educational institutions for students; and 5) a gradual shift in the balance of funding from the state and county tax dollar to the student tuition dollar.

If we are to continue to accomplish our mission to provide high quality, low-cost post-secondary education to the citizens of Westchester county, we must plan our future in the context of these dramatic changes.

This means we must continue to provide innovative academic programs and courses current with the labor force needs of the county and the transfer needs of our students. We must also meet the special learning needs and financial aid needs of students from differing demographic and economic backgrounds. For those returning to college to retool their skills or just to enrich their lives, we must provide state-of-the-art training, using state-of-the-art equipment. Finally, we must help students plan and achieve their post-graduate or post-college goals so that they can operate effectively once they leave Westchester Community College.

The *Strategic Plan: 1995 to 2000* was undertaken over a period of five years to help us identify and accomplish these goals in the context of a changing world. The process of discussion and review has helped us define our strengths and weaknesses and enabled us to focus our energies where change and improvements are needed. It has also led us to identify how we will use our human and fiscal resources to accomplish these goals. Finally, the Strategic Plan serves to communicate to our external publics, as well as the College within, our collective vision for the future and our commitment to serve the higher educational needs of Westchester county.

Joseph N. Hankin
President

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Executive Summary

Westchester Community College provides the citizens of Westchester county and neighboring communities with an outstanding selection of two-year degree programs in forty fields, a highly qualified and dedicated faculty to teach them, and an extensive number of continuing education courses for lifelong learning. With its main campus located in the heart of Westchester, and an additional 15 satellite centers throughout the county, it is very accessible to all. Its low tuition also makes it very affordable.

Using the mission statement of the College as its cornerstone, and an analysis of recent demographic and economic trends in the county as its backdrop, the strategic planning process involved three phases of development, and resulted in the identification of four *focus goals*.

The Mission: The mission of Westchester Community College is:

To provide high quality, low-cost education to meet the career, transfer, remedial, avocational and recreational needs of the Westchester community. The College seeks to be accessible, adaptable, dedicated to lifelong learning, and sensitive to the individual needs of our diverse population.

The County Environment: Current trends in the demographic and economic environment of the county are:

- A continued stable population of around 880,000
- A marked increase in the percentage of Hispanic residents
- A continued increase in the average age of its citizens
- A slight increase in population in southern Westchester after years of decline
- An expected decline in the rate of growth in northern Westchester

The economic forecast for the next five years is a slow but gradual increase with the fastest areas of job growth in the computer and systems information sector and in the health care sector.

The Planning Process: A major objective of the planning process was to involve as many people as possible in the college community. To this end the planning process was divided into three phases. Phase I initiated the process with a review by the Cabinet (including the four vice-presidents) of changes occurring in each division or department in the last five years, an assessment of current strengths and weaknesses and an identification of needs in the coming five years. The process culminated in eight goals which were subsequently reviewed and accepted by the President.

Phase II involved a twenty-three-person committee drawn from all sectors of the College--faculty, administrators and staff. Over a period of eight months the eight goals identified in Phase I were expanded into twenty-four. The goals were then forwarded to each college department or office for discussion and suggestions. A special all-day town meeting was convened to provide a forum for the entire College. The committee responded to the input by incorporating the recommendations into the previously drafted goals.

Phase III involved the work of a newly constituted Strategic Planning Committee. Four goals were selected out of the twenty-four for particular focus in the next five years. The *focus goals* are:

1. Student Retention
2. Academic Technology
3. Marketing and Recruitment
4. Revenue Enhancement and Restructuring

A sub-committee for each *focus goal* was established, and, after a year of meetings and research, each sub-committee presented its final report to the full Strategic Planning Committee in the form of objectives needed to accomplish its focus goal. The President and Board of Trustees subsequently reviewed and approved the goals and objectives and a budgetary process for funding them was set-up.

Implementation of the four *focus goals* began even as meetings were being held to identify the objectives needed to achieve them. This was especially true for those objectives requiring little or no funding. Many objectives, however, remain to be accomplished. The annual report to the President by each department and administrative office of the college is structured to identify the progress made each year. Future meetings to assess progress made, to revise old objectives, and identify new ones will be an on going process.

Overview of the Planning Process

When it comes to strategic planning, the process can be as important as the plan. It is the coming together of the college community, the give and take in discussing strengths and weaknesses, the process of identifying solutions and innovations, and the working together to formulate new goals and the means to achieve them that invigorates the campus and motivates faculty, administrators and staff to participate in change.

The strategic planning process at Westchester Community College is the work of many people from all facets of the College community occurring over a period of five years. Since strategic planning is an on-going process, this report should be considered a snapshot of the process from 1993 to 1997, involving three phases.

Phase I involved the work of a college committee appointed by President Hankin in Spring, 1993 which met over a period of six months. It consisted of the four Vice-Presidents/Deans, and the Directors of Information Systems, College Community Relations, the WCC Foundation, and the Dean of the Evening Division. The Director of Institutional Research and Planning served as the chair. The Committee devoted time to hearing reports from each dean and director broken into three parts—a review of the major changes in divisions and departments in the previous five years, and an assessment of the trends underway, and an identification of needs in the coming five years.

Attention was then focused on the *external environment* of Westchester County to identify the demographic, economic and job growth trends, as well as the high school graduation rate trends and transportation trends that might affect the future of the College.

Based on these reports and subsequent discussions, the Committee identified seven major broadly worded goals for the College. An eighth goal was added by the Academic Council (Associate Deans), which also reviewed the proposed goals.

Phase II involved a committee of twenty-one representatives from the faculty, administration, and staff who met for eight months, first to review the Phase I goals and, subsequently, to expand and develop the eight goals into twenty-four goals. The Phase II Committee (*Strategic Rep Committee*) then forwarded its proposed twenty-four goals to all faculty, administrators and staff for review and discussion within each department. A special all-day town meeting was convened to provide a forum for the entire College to critique the twenty-four goals and make additional suggestions. After reviewing the recommendations changes were incorporated, as reflected in a report entitled *1995 Strategic Goals for WCC*. This report was included in the 1995 Middle States Self-Study for Westchester Community College as Chapter X—*A View to the Future*.

The twenty-four goals that were identified during the Phase II process are:

To respond in a timely manner to the educational/training needs of the community by:

1. Implementing Plan C to provide greater flexibility in operating the college.
2. Increasing the college's flexibility to provide innovative academic programs leading to a degree or transfer to a four-year college.
3. Increasing the college's flexibility to provide innovative vocational and continuing education programs.
4. Upgrading and modernizing equipment and technological support systems.
5. Increasing the involvement of community businesses and agencies in planning to meet their needs.
6. Keeping up to date about the demographic and economic changes in the region.
7. Continuing to attract students by enhancing the visibility of the college throughout the WCC service area as an educational resource of quality, and informing the public about the programs, courses and services it offers.

To serve in a timely manner, a student body that is changing, becoming more diverse, and is expected to grow in the future by:

8. Expending the physical plant of the college to provide adequate space for the large increase in students at the Valhalla campus.
9. Meeting the needs of students who can not attend courses at the Valhalla campus by developing satellite campuses, distant learning technologies, and other alternative educational delivery systems.
10. Responding to the needs of special students, including the under-prepared, disabled, English As a Second Language (ESL) students, academically gifted, and other adults, with new initiatives and expanded programs.
11. Enlarging and enhancing the college's developmental education program.
12. Expanding and enhancing student and academic support services.
13. Increasing the number and diversity and maintaining the quality of faculty.
14. Increasing the number and diversity and maintaining the quality of clerical and professional support staff.
15. Increasing funding and maintaining accreditation for the college by keeping current with new federal and state regulations relating to financial aid, performance standards, and reporting requirements.
16. Assuring a safe, accessible campus.
17. Providing improved access to college facilities, services, equipment and programs.

To encourage innovation in teaching and serving students at the college by:

18. Increasing and supporting faculty development activities.
19. Examining and restructuring the administrative and fiscal hierarchy and processes where appropriate.
20. Increasing and developing alternative learning experiences such as field work, internships, and coop education.
21. Developing and expanding joint programs with elementary and secondary schools and other colleges.
22. Assuring that the campus climate is conducive to the most favorable learning conditions possible for students.
23. Promoting student involvement in decision-making processes.
24. Increasing communications among and between faculty, administrators, and staff.

Additional Proposal: Establish or designate an on-going committee to review and assess the status of implementation of the Strategic Plan, and foster its development.

Phase III involved the selection of four *focus goals* from the twenty-four, which are:

1. *Student Retention*
2. *Academic Technology*
3. *Marketing and Recruitment*
4. *Revenue Enhancement and Restructuring*

The focus goals were selected by a newly constituted Strategic Planning Committee, and includes representatives from all facets of the College, from the President on down. A sub-committee for each focus goal was established, and, after a year of meetings and research, each sub-committee presented its final report in the form of the objectives needed to achieve its focus goal.

The reports were reviewed and subsequently approved by the entire Strategic Planning Committee. They were then submitted to the President and Board of Trustees for approval. Each sub-committee then submitted budget requests for the implementation of its objectives using a process worked out by the Administrative Dean's office.

Implementation of the goals is an on-going process. Many of them were begun immediately, especially those requiring little or no funding. Many others, however, remain to be accomplished. An annual report to the President by each department and administrative office of the College is structured to identify the progress made each year. Future meetings to assess progress, revise old objectives and identify new ones will be convened.

These committees and numerous meetings over a period of time have had the net effect of providing wide participation by all the college community, and offering numerous opportunities for all those interested in change and innovation to participate in the planning process.

Institutional Profile

Westchester Community College is one of 30 community colleges affiliated with the State University New York (SUNY). It is counted among the largest colleges in the system, ranking sixth in total credit student enrollments.

Located on a 218-acre campus in the center of Westchester County, the College enrolled 10,858 credit students in Fall 1997 and more than 9,500 non-credit students. The graduating class of May 1997 boasted 970 students in 54 programs. Tuition in Fall 1997 was $1,175 per semester full-time and $98 per credit part-time. Tuition costs for non-residents of New York state was $2,937.50 per semester, full time, and $245.00 per credit, part time.

Mission

The mission of Westchester Community College is to provide high quality, low-cost education to meet the career, transfer, remedial, avocational and recreational needs of the Westchester community. The College seeks to be:

- accessible
- adaptable to community needs
- dedicated to lifelong learning
- and sensitive to the needs of our diverse population

Facilities

In addition to 13 buildings, student facilities include a 400-seat theater, a collegiate size pool, tennis courts, athletic fields, art and dance studios, 18 science laboratories, 18 technology laboratories, special laboratories in computer-assisted drafting/design and robotics, an Accounting/Office Technologies Lab with computers, and a commercially equipped kitchen/laboratory.

The Harold S. Drimmer Learning Resource Center was the first academic library in the county to have a fully automated catalog and circulation system. Child care is provided in the newly completed Virginia Marx Children's Center for children of students, faculty and the Westchester community. The Career and Transfer Center provides job placement counseling services for students and alumni, as well as services to facilitate the transfer of WCC students to four-year colleges.

Faculty

Westchester Community College is particularly proud of the high quality of teaching provided by its faculty. Since the inception of the Chancellor's Award in 1973, sixty-eight WCC faculty and professional staff have received this highly prized award for excellence in teaching, professional services, and librarianship. Twenty-one of these recipients have been further honored with the NISOD Excellence award for leadership in teaching. In the annual Study of the Graduates, a survey of WCC graduates conducted each year since 1979, a high percentage of the alumni have consistently expressed *great satisfaction* or *satisfaction* with the *Overall Quality of Instruction* (96% in 1996), and their *Overall Experience at WCC* (93% in 1996). As of Fall 1997, 94.6% of the 163 full-time teaching faculty have doctorate or master's degrees.

Governance and Organization

A ten-person Board of Trustees governs the College. Five are appointed by the County Board of Legislators, four by the Governor of the State; all serve nine-year terms. A student member is elected by the student body for a one-year term. Officers are elected by the Board of Trustees annually.

The President of the College is appointed by the Board of Trustees and is responsible for the implementation of its directives and for keeping the Board informed on all College matters. Since the College is under County sponsorship, the President is in close communication with the County Executive and the County Board of Legislators.

Cabinet: The President is advised by his Cabinet, which includes the three Vice Presidents/Deans, the Assistant Dean of Evening Services, the Director of Information Systems, the Associate Dean of the Division of Continuing Education, the Associate Dean and Director of the Educational Opportunity Center, and the Director of the Foundation for Westchester Community College.

Administrative Council: An Administrative Council, which meets bi-monthly, has an advisory input into Presidential decisions. It includes the Cabinet, the Presiding Officer of the Faculty Senate, the President of the Faculty Union, and the representatives of the Student Senate and Student Forum.

The Faculty Senate: A self-governing body, the Faculty Senate is composed of faculty, administrators, and two students. The Senate is charged with the responsibility of expressing the faculty's position to the President in the form of recommendations on professional appointments, reappointments, tenure, sabbaticals, and such other professional matters as educational policy, curriculum, student activities, and scholastic standards. Although its existence precedes the formation of the faculty union, it is vested with this authority by the terms of the union contract.

Programs of Study

WCC offers 39 programs leading to the associate degree and 16 certificate programs. Many of these programs prepare students to transfer with full credit to four-year colleges and universities. Others enable students to find jobs in their field immediately upon graduation. Approximately 59% of WCC courses are taught by full-time faculty.

Associate's Degree in Arts: The Associate in Arts Degree (A.A.) is awarded to candidates who successfully complete a major which parallels the first two years of liberal arts and sciences in accredited four-year institutions. The three A.A. programs are:

- Liberal Arts—Humanities
- Liberal Arts—Social Science
- Communications and Media Arts
- Individual Studies

Associate's Degree in Sciences: The Associate in Science Degree is awarded to candidates who successfully complete a professionally-oriented curriculum which parallels the first two years of a four-year college or university. At WCC there are eight A.S. programs:

- Accounting
- Business Administration
- Computer Science
- Engineering Science
- Foods and Nutrition
- Individual Studies
- International Business
- Liberal Arts/Mathematics and Science

Associate's Degree in Applied Science: The Associate in Applied Science Degree (A.A.S) is awarded to candidates who successfully complete a program combining specific career preparation with a firm foundation of course work in the liberal arts and sciences. WCC offers A.A.S. career curricula in:

- Apprentice Training—Automotive
- Business Administration
- Chemical Dependency Counseling
- Civil Technology
- Computer Information Systems
- Criminal Justice: Corrections
- Criminal Justice: Police
- Dietetic Technician (Nutrition Care)
- Early Childhood
- Electrical Technology
- Emergency Medical Technology—Paramedic
- Human Services
- Legal Secretarial
- Marketing
- Mechanical Technology
- Medical Laboratory Technology
- Nursing
- Paralegal
- Performing Arts
- Radiologic Technology
- Respiratory Care
- Restaurant Management
- Retail Business Management
- Telecommunications Technology—NYNEX
- Travel and Tourism
- Visual Arts
- Word Processing/Office Automation

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Certificates: WCC's 16 one-year certificate programs preparing students for immediate employment in a variety of skilled occupations. They include:

- Accounting—Clerk
- Applied Art
- Chemical Dependency Counseling
- Computer Art
- Drafting
- Early Childhood
- EMT—Paramedic
- Human Services—Technician
- Machinist
- Office Technologies—Medical
- Paralegal
- Phlebotomy
- Practical Nursing—Adult
- Tool and Die Making
- Travel and Tourism
- Word Processing

Continuing Education/Community Service

The Division of Continuing Education works with all divisions and departments of the College to provide non-traditional programs for the community through varied delivery systems. Educational opportunities are available seven days a week, all around the county, including:

- more than 200 non-credit courses which fill career and leisure-related educational needs
- extension sites for credit courses in Mahopac, Peekskill, Shrub Oak, Mt. Vernon, New Rochelle, and Yonkers, with on-site registration at all sites
- video cassette courses
- teleconferences for business and community groups through the WCC satellite dish
- Saturday, weekend, and evening English as a Second Language classes
- courses for teachers on sabbatical
- distance learning via modem using Lotus Notes and the Internet
- driver education

Mainstream: Mainstream brings innovative educational programming and career change options to mature adults. Responding to a board range of older adult learning needs, Mainstream develops challenging courses, workshops, conferences, and special events on WCC's Valhalla campus and at community locations. Course topics include: job readiness, enrichment, travel, and personal growth. These low-cost, non-credit courses are taught by WCC faculty and are tailored to meet different instructional needs.

Professional Development Center: Since 1994, the Professional Development Center (PDC) has helped area businesses by providing customized training courses for management and staff. Credit and non-credit courses are offered, both live and via modem, in computers, supervisory skills, administrative secretarial skills, word processing, office skills, safety and technology, entrepreneurship, and health care. Courses are offered on-site or on the WCC campus.

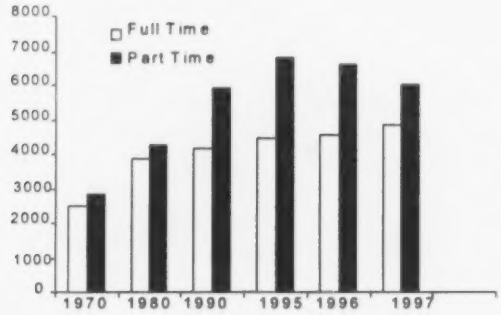
Educational Opportunity Center (EOC): The EOC, located in Yonkers, provides free remedial, academic and vocational education to disadvantaged adults (16 years and above). Any low-income resident of New York State who meets the economic and educational guidelines set forth by the State University may be admitted. Students may study Contemporary Office Skills, Certified Nurses' Aid, Home Health Aide, Emergency Medical Technician, or Cable T.V. installation. The EOC also schedules Basic Skills courses for those who read below 7th grade level.

Student Composition

The Fall 1997 credit student headcount was 10,858. Approximately 45% attended full-time. The higher percentage of part-time students is largely attributable to the increased number of older students, particularly women, returning to further their education and enter the labor force. Fifty-seven percent of the student body was female.

The tremendous growth in students over the last ten years accompanied by little or no increase in student services personnel continues to place a tremendous burden on the employees. Student counselors, admissions counselors, financial aid advisors, librarians, and the Registrar's office have particularly felt the increased numbers.

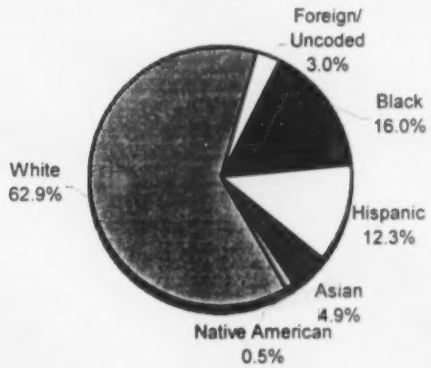
Credit Headcount: Fall 1970 - 1997



Minorities

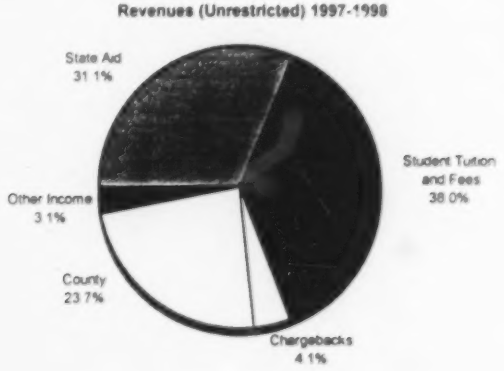
One-third of the students are from minority backgrounds (16% Black, 12% Hispanic, and 5% Asian/Pacific), meeting or exceeding the percentages in the population at large in Westchester County.

Minorities Fall 1997

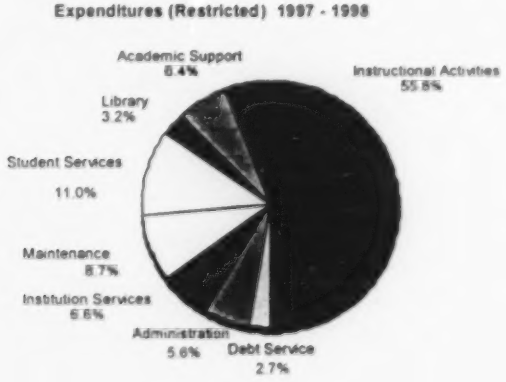


Finances

Revenues: The College 1997-1998 total operating budget (including restricted funds such as federal and state grants) was $68,197,762. Revenues are derived from three major sources: the State government, the local sponsor (Westchester county government), and tuition paid by students. Reductions in state reimbursements over the last few years have brought the State's share of college revenues below one-third (31.1%) of the *unrestricted* operating budget. At the same time, the County government has maintained its contribution at approximately the same dollar amount, lowering the percentage of revenues it contributes to less than one-fourth (23.7%). To offset the difference, tuition and fees have been increased from an in-state student tuition of $675 per semester in 1990-1991 to $1,175 beginning in fiscal year 1996-1997.



Expenditures: In 1997-1998 the percentage of revenues spent on *Instructional Activities* of the unrestricted operating budget was 55.8%. *Administrative Services, Institutional Services, and Maintenance* comprised one-fifth (20.9%). *Student Services, Library Services, and Academic Support* comprised another fifth *(20.6%). Debt service* came to 2.7%.



A Demographic and Economic Outlook
For Westchester County: 1998 - 2008

With the population of Westchester county projected to grow only minimally in the next decade, Westchester Community College will have to look *within* the population and *outside* the county to identify potential new students.

Population Trends: Four major population shifts are projected to occur within the county and in the greater Hudson Valley Region in the coming decade (1998 to 2008).

- The rapid growth in population in northern Westchester and southern Putnam county is *not* expected to continue due to the recent implementation of the New York City 1997 watershed regulations that will constrain housing production considerably. The College should not look to northern Westchester or Putnam county in the next decade for a rapidly growing population to supply a new source of additional students.

- Southern Westchester, after decades of population decline is expected to grow modestly, caused by in-migration from the Bronx and other metropolitan areas. In terms of potential sources of new enrollment, the southern section of the county, particularly Yonkers, Mount Vernon, and the northern Bronx are places to look.

- The Hispanic population will undergo the largest growth of any ethnic group between the years 2000 and 2010. It is projected to increase by one-third (32.4%) adding 60,667 to the population. The potential new growth in the student body will come primarily from students of Hispanic background.

- The population of Westchester county will continue to grow older, such that by 2010 almost one-fifth (17.1%) will be 65 and older and less than one fifth (17.1%) will be 19 and under.

High School Graduates: In June, 1997 the baby boomlet (children of the baby boomers graduating from high school) began to *kick in* and the number of high school graduates is expected to gradually increase until 2008. High school graduates, therefore, are a growing pool of potential students for the next ten years.

Economic Outlook: The economic outlook for Westchester and the Hudson Valley Region is favorable with an annual growth rate projected at between 1.2% to 2.2% for the next five years. Neighboring states are expected to have an even higher growth rate with Fairfield, Connecticut projected to grow at an annual rate of 2.6% and northern New Jersey at 2.5%.

Job Market Outlook: In the Hudson Valley Region the shift to a service economy will continue, going from 32.9% of the economy in 1996 to 37.3% by 2005. Within this sector the largest number of new jobs will occur in the health services industry with 18,400 new jobs projected. The fastest growing area in this sector, however, is business services, particularly information systems with a 52% rate if increase projected, adding 17,200 new jobs by 2005. All the other sectors will see little or no increase including the Government sector and the Finance, Insurance and Real Estate (F.I.R.E.) sector. In planning new curricula, the health sector and the information systems sector are expected to far out-distance the others in future job openings in the next decade.

Jobs Requiring Higher Education: The top ten occupations in the Hudson Valley Region with the largest number of projected job openings that require some post secondary education, an Associate's Degree or a Bachelor's degree are:

Occupation	Annual Job Openings
1. Secretaries (excluding legal and medical)	3,790
2. Teachers, Secondary school	1,610
3. Registered Nurses	890
4. Teachers, Elementary	830
5. Automotive Mechanics	820
6. Accountants and Auditors	770
7. Computer Programmers	730
8. Data Entry–Insurance	710
9. Social Workers, (Except Med. & Psych.)	700
10. Hairdressers and Cosmetologists	650

Approximately, 29,700 job openings requiring Associate's degree are projected in the next decade, 119,790 requiring a Bachelor's degree, and 57,220 requiring some post secondary education.

Commutation: Surveys conducted on WCC students confirm that the commuting time to and from college is an important factor in attending the College, especially for students thirty and over. Improvements on the lower Sprain Brook Parkway that are near completion should shorten the commuting time from the Bronx, southern Yonkers, and Mount Vernon. Improvements on the Taconic Parkway in the town of Putnam Valley also should reduce commuting from the north.

Expansion of the Taconic Parkway from four to six lanes in Yorktown (scheduled to begin in 2000) will lengthen the commuting time for students in northern Westchester to the Peekskill and Valhalla campuses until completion.

Four-Year and Two-Year Colleges In Westchester County

Westchester Community College primarily competes with two and four-year colleges and universities in the county and surrounding area. In addition, competition exists between Westchester Community College and local proprietary schools and BOCES (Board of Cooperative Education) in many curricula.

Four-Year Colleges in Westchester

Concordia College, Bronxville, New York
Private liberal arts college awarding 4-year degrees.
Tuition: $11,900 - Enrollment: 402 full-time and 96 part-time

College Of New Rochelle, New Rochelle, New York (excluding the College of New Resources)
Private college awarding 4-year degrees in liberal arts, science, and business.
Tuition: $11,000 - Enrollment: 3,747 full-time and 830 part-time

Iona College, New Rochelle, New York
Private college awarding 2- and 4-year degrees in business, liberal arts and sciences.
Tuition: $13,100 - Enrollment: 3,906 full-time and 1,146 part-time

Manhattanville College, Purchase, New York
Private college awarding 4-year degrees in business, liberal arts, and science.
Tuition: $16,760 - Enrollment: 830 full-time and 150 part-time

Marymount College, Tarrytown, New York
Private college awarding 4-year degrees in business, liberal arts, and science.
Tuition: $13,800 - Enrollment: approx. 731 full-time and 370 part-time

Mercy College, Dobbs Ferry, New York
Private college offering 2- and 4-year degrees in business, humanities, and sciences.
Tuition: $7,800 - Enrollment: approx. 4,260 full-time and 1,712 part-time

Pace University, Pleasantville and White Plains. New York (excludes New York City)
Private university awarding 2- and 4-year degrees in business, liberal arts and sciences.
Tuition: $13,820 - Enrollment: approx. 8,200 students

Purchase College, SUNY, Purchase, New York
Public college awarding 4-year degrees in arts and science.
Tuition: $3,734 - Enrollment: 2,300 students

Sarah Lawrence College, Bronxville, NY
Private college awarding 4-year degrees in liberal arts and general
Tuition: $21,450 – Enrollment: 1,209

College in Specific Curricula

Berkeley College, White Plains, New York
Institution offering 2-year associate degrees in business and office technology; regionally accredited.
Tuition: $11,005 - Enrollment: 600 students

BOCES (Board Of Cooperative Education), (Northern) Yorktown, (Southern)Valhalla, NY
Both campuses offer developmental and remedial courses and adult education courses in practical nursing, technologies, and other programs.
Enrollment: Southern BOCES: approx. 3,500 Continuing Ed. and 10,915 remedial and developmental.

Monroe Business College, Bronx and New Rochelle, New York
Private proprietary institute awarding degrees in business and related fields; *not regionally accredited.*
Tuition: $8,800 - Enrollment: approx. 2,200 students at both locations.

Westchester Business Institute, White Plains, New York
Proprietary school offering 2-year associate degrees in *office technology*; not *regionally accredited.*
Tuition: $10,494 - Enrollment: approx. 1,300 students.

Community Colleges in Hudson Valley Region

Bronx Community College	$2,500	Rockland Community College	$2,415
Hostos Community College	$2,552	Sullivan Community College	$2,500
Dutchess Community College	$2,395	Ulster County Community College	$2,496
Orange County Community College	$2,200		

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Focus Goals and Objectives

Retention

Academic Technology

Marketing and Recruitment

Revenue Enhancement

Focus Goals and Objectives
Five-year Action Plan

The following are the four ***focus-goals*** identified by the Strategic Planning Committee as deserving special attention from the entire College over the next five years. They include: *Greater Student Retention, Continued Innovations in Academic Technology, Increased Marketing and Recruitment Efforts,* and *Enhanced Revenue Sources and Restructuring*. Over a period of a year, committees created for each focus goal hammered out the specific goals and objectives contained on the following pages.

In the case of ***Greater Student Retention***, students have always been the central focus of the College's mission. Our vision is to provide the support and counseling necessary to keep students at Westchester Community College through the achievement of their intended goals. This may include graduation, transferring to a four-year college, taking several courses to retool for a job, or just taking a course for personal enrichment. The important objective is to help them achieve what they set out to do.

In the case of ***Continued Innovations in Academic Technology***, the College takes considerable pride in its leadership status in Westchester county in providing state-of–the art computer technology and software programs for students and faculty. Innovations in the computer technology field, however, continue to come rapidly. Our vision is to continue to invest in the expertise and equipment necessary to assure we maintain our leadership status in this area.

Westchester Community College is often said to be the best kept secret in the county. The focus goal of **Increased Marketing and Recruitment** is to make sure this view has no basis for fact. Our vision is to assure that any one seeking the benefits of higher education is aware of Westchester Community College, and knows of the high quality instruction it provides at very affordable prices for students of all ages. We seek also to reach high school students who may not be aware of their ability to attend at a relatively low cost for two years and than transfer to a four-year college to complete a baccalaureate.

The focus goal of ***Revenue Enhancement and Restructuring*** addresses the gradual shift away from the state and county tax dollar to the student tuition dollar for the financing of community colleges. Affordability is a key factor in attracting students to the college. Our vision is to find other sources of revenue to keep tuition affordable and to defray the mounting costs of state-of-the-art equipment and instructional facilities.

Focus Goal Committee Members

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Sy Lesh
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Rose Cooper
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Assistant Professor of
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FOCUS GOAL #1: RETENTION

First Years Students

1.1 Identify students' intent at the point of application in order to communicate more effectively with students, and better measure students' success, based on their intent.

Specific Actions

- Revise the admissions application to include a section regarding students' educational intent.
- Develop and implement the Marketing Admissions and Tracking System (MAT), so student intent information (and general information) may be shared with student service offices and curriculum chairs.
- Develop early informal meetings between curriculum chairs and new students in an effort to establish ties based on academic interest.

1.2 Centrally collect data about students and use this data to better respond to students' needs.

Specific Actions

- Link the biographical/educational student information collected by the Asset Test to the college data base by programming projects as identified by the Placement Committee's *Proposal for Mandatory Assessment and Placement at Westchester Community College.*
- Establish the resources to *move* the transfer credit evaluation process to the admissions/registrar offices with collaboration of curriculum and department chairs so that evaluations are completed as part of the admissions process for new students.
- Speedily implement the Academic Audit.
- Identify potential candidates for upper level courses and promote these courses and the benefits of the Associate Degree in an effort to encourage students' persistence and graduation.

1.3 Enhance and/or streamline student services and systems to better accommodate all students, but in particular, *non-traditional students* (part-time, evening, undecided, adult, extension site, and disabled.)

Specific Actions

- Implement the new Student Personnel Services advisement/registration process whereby all new full-time students must see a counselor to be advised and registered at WCC. Part-time students will also be encouraged to register by a counselor, but not required.
- Develop a systematic approach to assist academically struggling students prior to probation/dismissal.
- Commit to stronger communication with extension site students through newsletters and semesterly information sessions on the Valhalla campus as well as at extension sites.
- Establish a *Central Information Desk* during final registration where students can go to seek general information and be directed to the appropriate personnel offices.
- Establish communication procedures to ensure that information will be sent to all offices serving students so that updated accurate information is being given to students.
- Research testing options to insure that non-native speakers of English are being accurately tested to meet *Ability to Benefit* requirements for financial aid and proper placement.
- Expand hours and services to accommodate *non-traditional* students.

particularly in the evening division. In the absence of increased funding for personnel, the present staffing assignments and hours might be reviewed and adjusted.

- Establish mechanisms to assist in the education and retraining needs of an increasing number of returning adults males to WCC.

1.4 Engage the faculty to develop innovative and adaptive instructional means and systems to better reach special groups of students (adult, remedial, first-generation college, undecided, disabled, evening.)

Specific Actions

- Establish *Peer Support Groups* with students trained as peer leaders to reach special groups of students.
- Enhance Orientation Program to reach more students and cover *college skill* topics.
- Explore the value of *learning contracts* with students to identify performance goals.
- Assist students to solicit community sponsors in their field to encourage their performance and success i.e. internships.
- Review the feasibility of a faculty centered tutorial lab as part of a regular course.
- Investigate the potential for interactive computer tutorial to enhance class lectures.

Developmental Students

1.5 Implement all aspects of mandatory placement.

Specific Actions

- Institute mandatory placement testing with computer support.
- Upload information onto student master file from test files and course placement reports.
- Program computer to mandate results of testing and block inappropriate course registration, enforce skills course prerequisites and repeat remediation when necessary.
- Continue to collect and evaluate data concerning developmental students.
- Monitor students' progress.
- Encourage each department in the college to designate which of their courses are appropriate for developmental students.

1.6 Set-up a Developmental Coordinating Committee consisting of one representative each from the English, Reading, Math and Counseling Departments, the Academic Support Center and the Skills Assessment Center.

Specific Actions

- Discuss common problems of developmental students and broaden the range of paired developmental courses.
- Provide necessary information to students in developmental courses.
- Act as liaison between the committee and the individual departments. The Committee will be set up by the Faculty Senate, but will report directly to the President of the College.

1.7 Mandate *College Success* for students who are taking two or more developmental courses.

Specific Actions

- Develop the proper attitude, skills and know-how to navigate the college milieu.
- Provide a *home base* for students to make a "connection" with other students who share similar Goals and challenges.

1.8 Hire two retention counselors to work specifically with developmental students.

1.9 Allocate more funds, space, and additional staff for tutorial services for developmental students.

1.10 Create an ESL Center.

1.11 Establish a mentoring system for developmental students.

Continuing Students

1.12 Develop sufficient and relevant data for decision-making on the retention of continuing students.

1.13 Develop an effective and integrated communication network within the institution and with students to improve the retention of continuing students.

1.14 Consider reorganization and alternative use of existing resources designed to improve the retention of continuing students.

1.15 Identify the specific academic and student personnel services issues which impede the retention of the continuing student.

FOCUS GOAL #2

Academic Technology

2.1 Develop an institution-wide plan among all key stakeholders for educational uses of instructional technology.

Specific Actions

- Consolidate campus efforts regarding instructional technology. Reorganize existing academic areas to result in support for academic technology at the Cabinet or Associate Dean level.
- Streamline and coordinate the purchase process for hardware and software.
- Provide increased support staff to service the increased campus infrastructure.
- Provide consistent annual funding in operating budget.

2.2 Prepare students for a society increasingly dependent on information technology.

Specific Actions

- Integrate the use of computers across all curriculum areas.
- Propose a change to the core curriculum to include an information/computer literacy competency, and create the necessary courses and/or workshops to accomplish it.
- Provide instructional and support services to accomplish the above.

2.3 Enhance the quality of the teaching/learning experience by supporting faculty efforts to incorporate appropriate educational technology.

Specific Actions

- Update and expand the campus computer infrastructure to provide a computer for each faculty with a demonstrated need or interest; internet access and accessible friendly e-mail on and off campus; intranet within college and at WCC extension site.
- Provide workshops and in-service courses so faculty can learn to use technology as a teaching/learning tool.
- Provide recognition in promotion and release time for faculty who develop methods for integrating technology into the classroom experience and outside the classroom experience.
- Support faculty attendance at appropriate conferences by providing adequate travel money.
- Provide a *Faculty Technology Center* supporting a variety of educational activities including space for workshops, individual consultations, evaluation, appropriate hardware and software, and support services.

2.4 Enhance the quality of the teaching/learning experience for students by providing appropriate technology resources and extend the accessibility of education to students, including those unable to come to campus for traditional classes.

Specific Actions

- Provide students Internet access and e-mail on campus.
- Provide additional computer classrooms and open labs.
- Develop alternative teaching and learning experiences (distance learning, video teleconferencing, groupware learning, CBT learning, e-mail, individualized instruction, CAI).
- Provide alternative delivery methods for students with special needs such as two-way audio/video classrooms.

2.5 Form a permanent Educational Technology Committee based on the American Association of Higher Education, Teaching, Learning, and Technology Roundtable model.

Specific Actions

- Advise the Academic Vice President on the implementation of the strategic plan for academic technology and implement the planning committees' reactions.
- Provide an organizational structure that would bring together a cross section of faculty, administrators and support staff.
- Plan for technological change and the integration of new technologies into the teaching and learning process.
- Foster more effective communication, coordination and collaboration among these groups.

FOCUS GOAL # 3

Revenue Enhancement & Restructuring

3.1 Identify and support retention and recruitment efforts which demonstrate a high level of success and promote steady growth and maintenance of the student population in order to enhance college revenue.

3.2 Increase public and private financial support for the college and its students.

3.3 Align tuition and fee revenue growth with agreed upon and visible educational inflation criteria and reduce their utilization as an offset to declining state and sponsor contributions.

3.4 Incorporate a revenue impact analysis in all major decisions regarding new or existing programs and activities as a means of preserving existing revenues or realistically estimating new sources of revenue.

3.5 Increase revenues by strengthening existing, and developing new partnerships with businesses and non-profit organizations.

FOCUS GOAL #4

Marketing And Recruitment

4.1 Improve communications among all parts of the College with current students.

Specific Actions

- Develop and publish on a phased-in basis, curriculum brochures.
- Facilitate informational letters to current students during the year.
- Share feedback from Marketing Committee meetings with various groups in the College, such as curriculum chairs, counselors, and staff.

4.2 Concentrate efforts, starting in the fall semester to supply information to students regarding new calendar changes.

Specific Actions

- Intensify recruitment marketing to college students from Westchester, both in Westchester colleges and in SUNY and other schools throughout the state.
- Make information available at August student orientation day.
- Place information on internal bill boards.

4.3 Continue customer service training efforts.

Specific Actions

- Complete training for staff and administrators, slated to be conducted by an outside firm.
- Expand training to include faculty, particularly curriculum chairs.

4.4 Identify additional database needs over and above the MATs system currently slated for a gradual phase-in. Emphasis should be given to switching from transactional database to relational databases.

4.5 Continue development of the *ambassadors* programs. The Committee should seek to identify and organize similar groups from among the Board of Trustees, the Foundation Board, the faculty (including an actively promoted Speakers Bureau), and alumni.

4.6 Prioritize credit and non-credit programs for marketing attention over the next two years.

Specific Actions

- Institute a series of ads which incorporate testimonials from students and alumni.
- Continue development of the WCC Website (content, design, and policy).
- Complete the recruitment video (by the end of summer 1996).
- Establish a Marketing Advisory Committee drawn from outside the college.

Conclusion

The Strategic Plan provides a five-year course-of-action to achieve our vision for the future. Through it Westchester Community College will continue to expand its role as a vital center for higher education in Westchester county.

The strengths of the College, long recognized and identified, again, during the planning process, are an experienced and dedicated faculty, a broad selection of well established degree programs (39 in all), a relatively low cost tuition ($2,350 per year), close proximity to all Westchester residents due to the central location of the Valhalla campus and additional off-campus sites, a large and innovative continuing education program, and an extraordinary setting at the Valhalla campus on 218 beautiful acres.

The Strategic Planning Process has also identified four main areas for focused attention in the next five years: greater student retention, continued development of academic technology, increased marketing and recruitment, and enhanced revenue sources.

Innovations in these areas will have to occur, of course, in the midst of rapid changes taking place in the county at large. New developments in distance learning, a continued shift in job openings to the service sector, a growth in the multicultural diversity of the county, a shift from the county and state tax dollar to the student tuition dollar, and increased competition for students from other four-year and proprietary colleges in the county will have an important bearing on how these changes are best implemented.

This Strategic Plan sets forth very specific objectives to achieve these goals in the context of the changing county environment. The challenge ahead is to breathe life into them and to implement them. This will involve continuing to organize faculty and administrators to facilitate the changes needed, continuing to incorporate budget requests into the annual budgetary process, keeping tract of progress made to date, and periodically reevaluating the goals and objectives to determine which ones to keep and which one to revise or eliminate.

Through this continued implementation and assessment process, the College will support the spirit of innovation, which characterizes Westchester Community College, and ensure the accomplishment of its institutional priorities, the first of which is to serve the needs of the students.